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ABSTRACT

Intended to inform parents of how to work on a Bilingual Advisory Committee, this workbook discusses some basics about bilingual education, the Bilingual Education Law, and the advisory committee's composition, functions and responsibilities. The first section leads parents in finding out where and how they "fit in," using open-ended questions to analyze and think-through their roles as committee members. The next section explains Michigan's Bilingual Education Law and provides simulations or case studies directly related to the point of law under discussion. Following an overview of the committee's responsibilities are simulations describing some problems encountered in fulfilling those responsibilities. The next section covers what to expect at a committee meeting; how to effectively communicate concerns, criticisms, complaints and positive suggestions so that they will be heard; and 12 points parents should consider in directing their energies. Short true-false quizzes are provided to check the facts that have been covered. The workbook concludes with a questionnaire for planning for the Bilingual Advisory Committee; a community-school contacts sheet (e.g., who, how, and when to contact the persons responsible for bilingual education); a chart to fill in with important statistics and facts of the bilingual program; and a participant's evaluation of the workbook. (NQA)

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BILINGUAL EDUCATION

PARENTS AND COMMUNITY AWARENESS

TRAINING MANUAL

Bilinual Education Office
Michigan Department of Education
Lansing Michigan 48909

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RC 013401

Phyllis A. Noda
Consultant BEO
Dec 77 - Feb 78

FOR PARENTS ONLY

Phyllis Noda
1977-78

IT ISN'T THAT WE DON'T CARE . . .

It isn't that we don't care. Perhaps we've cared too much, and in our way, caring has meant staying out of the school. We've justified ourselves by say, "Well, we've raised our little one. We've done all that we could. Now it's up to the school. Besides, teachers know about what our child needs to make a life, to build a future. We're only parents. What do we know?"

MAYBE WE CARED TOO MUCH TO GET INVOLVED

We've cared too much but, maybe, that caring has been touched by a little fear - holding back because we thought that we didn't know enough.

- Fear that we didn't have enough schooling or support to really make any difference.
- Fear that the "system" - whatever that is - would reject our concerns as naive or, even worse, simple-minded.

SCHOOLS DON'T NEED US

But all along, we've felt a nagging doubt in our hearts about the school scene. We've sensed that there was an emptiness, a gap, between our home and our child's school. We've all received those notices of Bake Sales, read announcements of meeting and appeals for help. But we thought that we still didn't fit in, or that we weren't really needed until it was time for a millage vote or school board election time. It isn't that the school needs us to help carry its heavy responsibility, it's not just a few cents more on the hundred for school tax assessment and it's not just cookies for raising library book money. Chances are that the schools could manage those things without us.

. . . OUR KIDS DO!

The schools don't need us, our children do. The schools can keep right on turning out students who can read, write, add and subtract. School buses will run, there will always be Christmas plays and orange paper pumpkins, but there will also be the kids who could have done more than just scrape-by. We have a choice: we can keep on staying out, we can hold back from mixing in, we can go right on "minding our own business" OR we can do something. Not for the schools, they don't need us . . . but for our children who need both the schools and the home working together in a partnership. We know we may not be able to teach our kids to read so we send them to the schools. But . . . the schools, the teachers and principals in those schools know that they can't make our children care about reading, or more important than that - being the very best they can be without our help.

PARENTS MAKE THE DIFFERENCE BETWEEN

We've started to realize now, more than ever, that what we parents give our children at home makes a difference . . . the difference between "just getting by" or wanting to grow into a really fullfilled human person; the difference between saying, "I can't" or saying, "I will try".

JUST GETTING BY OR AIMING HIGH!

We are facing the beginning of a new century. Our children need every support, from every possible source to prepare for the challenges of a society very different from ours. With us, the schools can give our children what they need to grow to the challenge of the 21st century. A partnership for growth is where it's at, a partnership for the future of our children.

LET'S FORM A PARTNERSHIP FOR OUR CHILDREN'S FUTURE

LET'S GET INVOLVED . . .

Schools have a name for Parents in the School; they call it Parental Involvement, Parents Advisory Councils, Title I Advisory Committees and Bilingual Advisory Committees. The "way-in" has been paved by a number of laws, including Public Act 294, 1974, Michigan's Bilingual Education Act. But, remember one thing, we will only make a difference if we care enough to try. Each step forward the Advisory Committee makes is really ten "strides" for all of our children.

We're reading or listening to this because we've been elected or appointed to a Bilingual Advisory Committee in a local school district. This booklet is written to inform us of what we need to know about the Bilingual Education Law, Public Act 294, 1974, AND WHAT WE NEED TO KNOW about forming and working on an Advisory Committee, we will learn these things so that we can make our partnership with the school work for the sake of our children.

WE CAN ONLY MAKE A DIFFERENCE, IF WE CARE ENOUGH TO TRY

THE STEPS TO BECOMING EFFECTIVE

Knowing about what is or what should be is O.K., But acting on that knowledge to change WHAT IS, INTO WHAT SHOULD BE is the heart of what being an effective Advisory Committee Member is all about.

Training of any kind begins with some BASICS. Every basketball, football or baseball coach runs the team through what seem to be repetitious exercises, limbering up their minds and muscles. Next, the coach worksout the team in pairs - finally moving the group into a practice game among team mates preparing them for actual competition. We're borrowing a bit of that coaching strategy.

WORK-OUT SERIES.

First of all, we will go through some basics about bilingual education and the Bilingual Education Law.

Next we will discuss Advisory Committee composition, Advisory Committee functions and responsibilities.

Some of us may wince at the repetition, but whether we're beginners or "old timers", it's designed to get us "in shape" for the practical "games" or simulations that will Challenge us to begin planning effective, meaningful, and on-target strategies for dealing with the realities that will make bilingual education work for our children.

ACTION STEPS

5. YOU'RE ON YOUR OWN

4. "ZEROING IN"

- Functionings of Advisory Committee
- Identifying and dealing with issues in bilingual education

3. SIMULATIONS ACTING-OUT OF MINI DRAMAS

Applying our knowledge to "as if" situations and case studies

2. PREPARING:

- Learning about Bilingual Education and Public Act 294, 1974
- Responsibilities of Bilingual Advisory Committee Members

1. ASSESSING:

Discovering "Where It's At"
- With ourselves
- With our Bilingual Advisory Committees
- With our community

STEP ONE: "ASSESSING WHERE WE'RE AT"

Before any "player" goes into the arena or field he or she assesses or "sizes-up" areas of strengths and weaknesses. The team-player needs to have a clear idea of his/her role on the team, knowing just how he/she relates to the members of the team. In this section we will, first: Find out Where and How we "fit in". Next, we will analyze and think-through our roles as members of a very important education team - the Bilingual Advisory Committee.

Profile I: Knowing Where I'm At

1. I am a Bilingual Advisory Committee member because:

2. I feel that it is important to be a member of the Advisory Committee because:

3. As a member of the Bilingual Advisory Committee I want to accomplish:

4. I need to know more about _____ in order to accomplish my goals for the bilingual instruction program.

5. At this time, the resources I have that can help me to be effective are:

Profile II:

1. During this term the Advisory Committee in my school district accomplished:

2. During this term the Advisory Committee of my school district did not accomplish:

3. The local Advisory Committee was unable to accomplish their goals because:

4. I can help the Advisory Committee accomplish the goals by:

Profile III:

1. In general my school community seems to think bilingual education is:

2. The school community needs to support the following points in order to deliver bilingual education:

3. The school community in my district supports bilingual education by:

4. The school community would be of more support to bilingual education if:

REMEMBER . . .

EDUCATION FOR CHILDREN TODAY WILL ONLY MAKE A DIFFERENCE IF PARENTS BECOME INVOLVED.

Take the first step in making your involvement count by knowing

YOUR GOALS

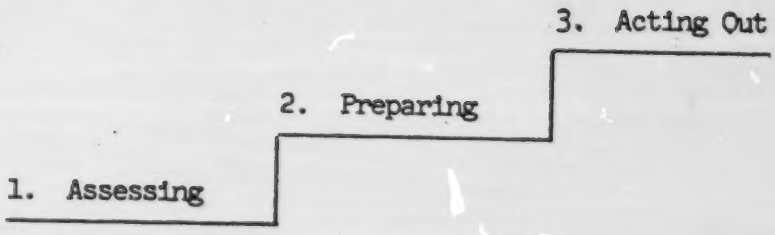
YOUR SCHOOL DISTRICT

YOUR COMMUNITY

BECOMING EFFECTIVE

STEP TWO: PREPARING

STEP THREE: ACTING - OUT (Simulations)



In this section we will learn about Michigan's Bilingual Education Law and HOW we can become EFFECTIVE in using that law to its best advantage for our youngsters.

You will notice that this section is designed so that the law and its explanation appear on the right hand pages. The pages on the left present "simulations", case studies, or discussion points that directly relate to the point of law under discussion.

Since a law has no real meaning in its abstract written form, we believe that the "simulated" or "make-believe" situations will help in making that law <u>come alive</u>.

Michigan's "Bilingual Education Law"

Public Act 294

We could spend a great deal of time discussing the positive, humanistic aims of bilingual education. Together we could come up with a least a dozen definitions of bilingual education with twice as many ways in which we would want to see it practices in the schools.

MICHIGAN HAS A BILINGUAL EDUCATION LAW

A MEASURE BY WHICH WE CAN

- DEFINE
- UNDERSTAND
- ESTABLISH

AND

- EVALUATE

THE REAL WORKINGS OF BILINGUAL EDUCATION IN OUR STATE

On the next few pages we will examine Michigan's Bilingual Law, Public Act 294. We have tried to summarize the key points of the law in layman's language.

The Actual text of Public Act 294, 1974, appears below the summary of the law for your easy reference.

BILINGUAL EDUCATION

The Law in Michigan

The legal title of Michigan's Bilingual Education Law is Public Act 294, 1974. It was signed into law by Governor Milliken on October 17, 1974. Public Act 294 amends Section 360 of Act 269 of the Public Acts of 1955 by adding seven sections (390, 391, 392, 393, 394, 395, 396) which spell out the meaning and workings of bilingual education. The act makes mention of penalty for non-compliance or failure to follow the law.

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Act No. 294
Public Acts of 1974
Approved by Governor
October 17, 1974

AN ACT to amend section 360 of Act No. 269 of the Public Acts of 1955, entitled as amended "An act to provide a system of public instruction and primary schools; to provide for the classification, organization, regulation and maintenance of schools and school districts; to prescribe their rights, powers, duties and privileges; to provide for registration of school districts, and to prescribe powers and duties with respect thereto; to provide for the levy and collection of taxes for borrowing of money and issuance of bonds and other evidences of indebtedness; to provide for and prescribe the powers and duties of certain boards and officials; and to prescribe penalties," being section 340.360 of the Compiled Laws of 1970; and to add sections 390, 391, 392, 393, 394, 395 and 396.

Bilingual Education in the State of Michigan is what is known as transitional bilingual education.

This means that Bilingual instruction is a means for teaching the English language to children of limited English Speaking Ability.

SECTION 360C THE PURPOSE OF BILINGUAL EDUCATION

Bilingual Instruction will be used to assist children of limited English-speaking ability to achieve reasonable efficiency in the English language.

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The People of the State of Michigan enact:

Section 1. Section 360 of Act No. 269 of the Public Acts of 1955, being section 340.360 of the Compiled Laws of 1970, is amended and sections 390, 391, 392, 393, 394, 395 and 396 are added to read as follows:

Section 360. (1) English shall be the basic language of instruction in all the schools of this state, public, private, parochial, or in any state institution.

(2) Subsection (1) shall not be construed as applying to:

(a) Religious instruction in private or parochial schools given in any language in addition to the regular course of study.

(b) A course of instruction in a foreign language in which the students have acquired sufficient proficiency to be conversant in the foreign language.

(c) Bilingual instruction, as defined in section 390, which will assist children of limited English-speaking ability to achieve reasonable efficiency in the English language.

HIGHLIGHTS:

There are two key components of Bilingual Instruction:

uses			
Home Language		English Language	
+	+	+	= BILINGUAL INSTRUCTION
History and culture of Language Group		U.S. History and Culture	

To provide equal educational benefit and equal educational opportunity for Limited English-Speaking children.

SECTION 390

This section of Public Act 294, 1974 defines:

a. Bilingual Instruction

b. Children of Limited English-Speaking Ability (LESA)

c. Constituent School Districts

d. In-Service Training

Section 390 a. DEFINITION OF BILINGUAL INSTRUCTION

Bilingual instruction means that two languages, English and the home language of the child are used in teaching speaking, reading, writing or comprehension.

Bilingual instruction may include the teaching of the history and culture of the country, territory or geographic area associated with the language spoken by the children along with the instruction in the history and culture of the United States.

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Section 390. As used in sections 390 to 396.

(a) "Bilingual instruction" means the use of 2 languages, 1 of which is English, as media of instruction for speaking, reading, writing, or comprehension. "Bilingual instruction" may include instruction in the history and culture of the country, territory, or geographic area associated with the language spoken by children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States.

Discussion of Section 390b.

1. What about children who are doing well or average in their classroom performance but are limited English-speaking according to the definition of language. Do these children qualify for bilingual instruction?

2. What about children who are apparently fluent English speakers, but are doing poorly. Would the fact they come from a home where English is not spoken qualify them as LESA students?

3. What does <u>reasonably</u> be expected to have difficulty mean?

4. How do you judge difficulty in performing ordinary classroom work?

SECTION 390b DEFINITION OF CHILDREN OF LIMTED ENGLISH-SPEAKING ABILITY

(children who qualify for Bilingual Instruction)

Children of limited English-speaking ability are defined as:
Children whose native tongue or home language is a language other than English.

or

Children who come from a home or an environment where the primary language is a language other than English.

Children of limited English speaking ability means

Children who have difficulty

or

Who may reasonably be expected to have difficulty in performing ordinary classwork in English.

****

(b) "Children of limited English-speaking ability" means children who have or reasonably may be expected to have difficulty performing ordinary class work in English becuase their native tongue is a language other than English or becuase they come from a home environment where the primary language used is a language other than English.

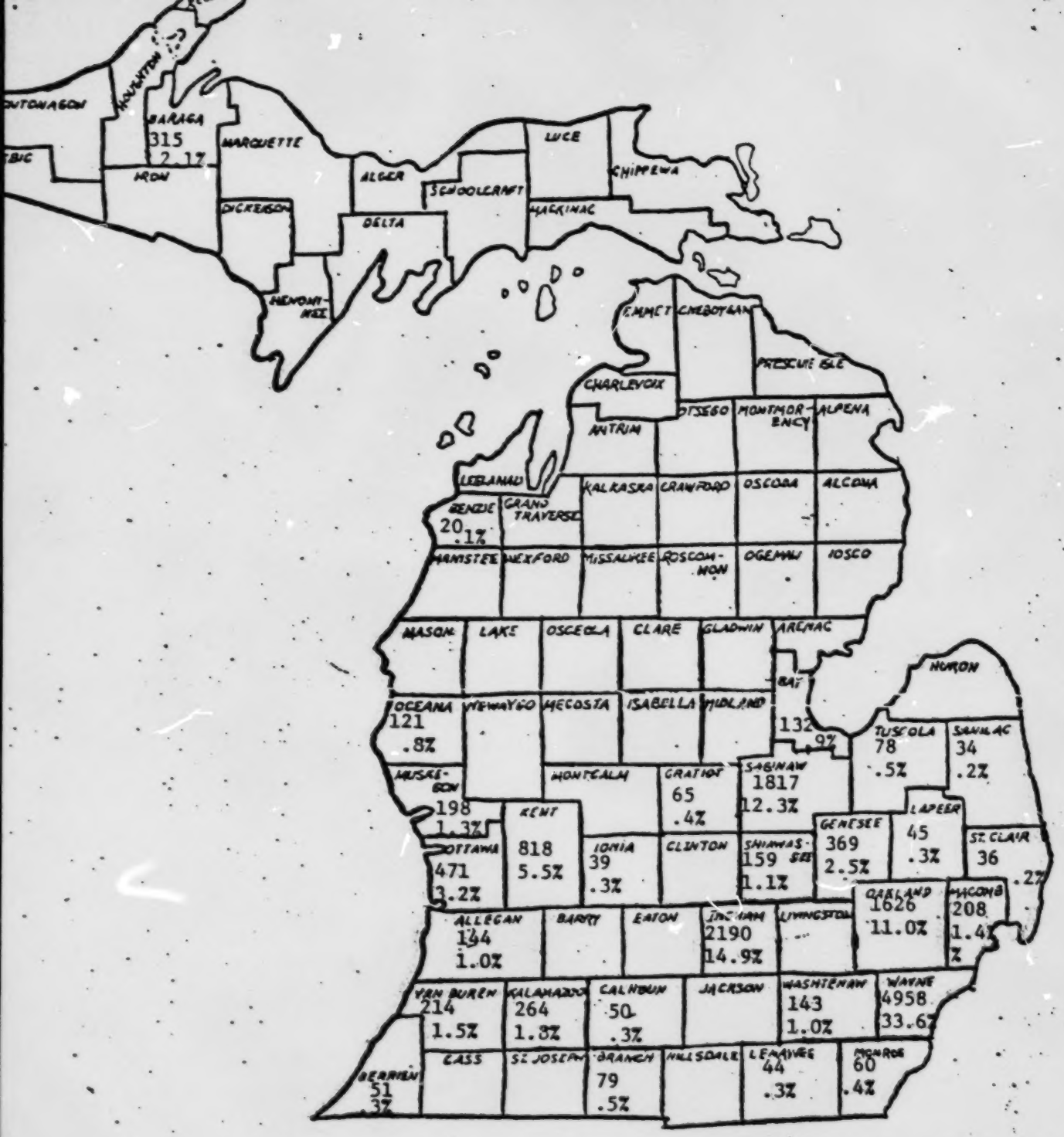

Figure___ Distribution by county of LESA children protected by P.A. 294.

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SECTION 390C CONSTITUENT SCHOOL DISTRICT

(Those School Districts Who Must Comply With Public Act 294, 1974)

"Constituent school district means a local school district located and functioning as part of an intermediate school district." Bilingual instruction is mandated for all eligible districts.

Intermediate School District:
All school districts in Michigan are part of intermediate school districts.

The intermediate district is a centralized educational agency usually organized to serve all school districts within a county. Intermediate districts provide special assistance to school administrators, teachers, students, special needs students, and community.

AS OF JANUARY 1978, 57 SCHOOL DISTRICTS ARE PROVIDING BILINGUAL INSTRUCTION TO 18,607 STUDENTS. The map on the facing page gives us an idea as to the locations and distributions of bilingual instruction programs throughout our State.

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(c) *"Constituent school district" means a local school district located within and functioning as a part of an intermediate school district.*

ACTION IN-PUT

As your school district begins or continues to "in-service instructional and administrative personnel in bilingual instruction programs how could you lend assistance?

Remember: A very important component of bilingual instruction is the "history and culture associated with . . . . (your) child's language group."

Who would you call to offer your help?

The Superintendent?

The Curriculum Director?

The District Bilingual Education Office?

Your Child's Teacher?

What kinds of activities could you help with for in-service training?

An exhibit of art or crafts of your culture?

A slide show of your homeland?

A small group discussion on the needs of your language group?

Developing or sharing materials to assist the classroom teacher in teaching about your culture?

SECTION 390D IN-SERVICE TRAINING

In-service training is short term or part-time training for educational personnel involved in bilingual instruction programs. This includes:

School Administrators

Teachers

Teacher-Aides

Paraprofessionals

Other Educational Personnel

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(d) "In-service training" means short-term or part-time training for administrators, teachers, teacher aides, paraprofessionals, or other education personnel engaged in bilingual instruction programs for children of limited English-speaking ability.

NOTE:

The short quizzes that will appear are just for your record. They are "memory-joggers" or checks on what you've remembered or what you need to remember to be an effective Bilingual Advisory Committee Member.

CHECK YOUR FACTS

1. According to Public Act 294, 1974, bilingual instruction does not require instruction in the history and culture of the geographic area or region associated with the child's home language.

   True False Unable to Answer

2. Public Act 294, 1974, defines children of limited English-Speaking ability as: (Please mark the correct answer or answers)

   A. Children who cannot speak English.

   B. Children who come from a home or environment where English is not spoken.

   C. Children who have failed to perform classwork because their home language is other than English.

   D. Children who are having difficulty performing their work because their home language is other than English.

   E. Children who may not be able to do regular classwork because they come from a home where English is not spoken.

   F. Answers A, C, and E.

   G. Answers B, D, and E.

   H. All the above.

   I. None of the above.

3. Public Act 294, 1974, states that bilingual instruction uses the home language to teach English.

   True False Unable to Answer

4. Only school districts with over 20 non or limited English-speaking ability students may use the intermediate school district to offer bilingual instruction.

True False Unable to Answer

5. Only school districts who are eligible may operate a bilingual instruction program.

True False Unable to Answer

6. Public Act 294, 1974, mandates in-service training for Bilingual Advisory Committee Members.

True False Unable to Answer

7. Failure to comply with the law carries no penalty.

True False Unable to Answer

8. Bilingual Instruction mandates or requires the teaching of U.S. history and culture.

True False Unable to Answer

9. Bilingual instruction is a tool by which children become proficient in their native language.

True False Unable to Answer

10. Public Act 294, 1974, clearly states that the goal of bilingual instruction is to teach children English.

True False Unable to Answer

CASE STUDY I

Mieko is a sixteen year old Japanese student. An honor student in her native Kioto, she has not "adjusted" to the American school system according to her counselor. Mieko could speak no English in September and her English language skills have improved only slightly over the last three months with the good-intentioned but sporadic help of the visiting teacher from Pleasant County Intermediate District.

Mieko's parents have been advised to take Mieko to an adult evening class for help in English, or to enroll her in an intensive private English course at "Whiz Lingo School of Language" at their personal expense of $400.00 for three (3) weeks.

Is the district legally bound to provide instruction according to Public Act 294, 1974, if there are fewer than 20 children of a language classification?

SECTION 391

(1) Beginning with 1975-76 school year a school district with an enrollment of 20 or more children of limited English-speaking ability in a language classification in grades K-12 shall establish and operate a Bilingual Instruction Program.

(2) A school district may operate a bilingual instruction program with fewer than 20 children with the following conditions:

LESA children may be placed in classes with children of approximately the same age and grade level.

If (because of small numbers) children of different age groups or grade levels are combined, the school district shall insure that instruction given to each child is appropriate to his/her level of educational attainment or

(3) A child who lives in a district which does not have a bilingual program (or is not required by law to have a program) MAY ENROLL IN A PROGRAM IN ANOTHER SCHOOL DISTRICT. TUITION FOR THE CHILD WILL BE PAID AND TRANSPORTATION PROVIDED BY THE CHILD'S SCHOOL DISTRICT or

(4) The intermediate school district may determine to operate a bilingual program for children of constituent school districts who may not be able or who are not required to operate a program.

Intermediate districts shall consider:

(a) Whether the cash of operating a bilingual program is justified by the numbers of children enrolled at each grade level or

(b) Whether alternative programs such as visiting teachers can be provided.

Sec. 391 (1) Beginning with the 1975-76 school year, the board of a school district having an enrollment of 20 or more children of limited English-speaking ability in a language classification in grades K-12 shall establish and operate a bilingual instruction program for those children.

(2) The board may establish and operate a bilingual instruction program with respect to a language classification if the school district has fewer than 20 children of limited English-speaking ability.

(3) Children enrolled in a bilingual instruction program operated under this section may be placed in classes with other children of approximately the same age and grade level. If children of different age groups or grade levels are combined, the board of the school district shall insure that the instruction given each child is appropriate to his level of educational attainment.

(4) A child of limited English-speaking ability residing in a district which does not have an appropriate bilingual instruction program or which is not required to have a bilingual instruction program may enroll in a program in another school district. Tuition for the child shall be paid, and transportation shall be provided by the school district in which the child resides.

(5) Where fewer than 20 children of limited English-speaking ability in a language classification are enrolled in a school district, the board of the intermediate school district shall determine whether the total number of such children residing in its constituent school districts which do not operate a bilingual instruction program warrants the establishment of an intermediate bilingual instruction-support program. An intermediate district operating or contracting for the operation of a bilingual program or service may carry children in

membership in the same manner as local school districts and shall be entitled to its proportionate share of state funds available for the program. Membership shall be calculated pursuant to rules promulgated by the state board of education. The board of the intermediate school district shall consider:

(a) Whether the cost of operating an intermediate bilingual instruction-support program is justified by the number of children at each grade level who would benefit from its establishment.

(b) Whether alternative methods of providing a bilingual instruction-support program, such as visiting teachers or part-time instruction, can be provided.

SIMULATION I: Ramirez & The Board of Education

The setting: A jammed board meeting of the X School District. The agenda item: Petitions and Delegations and Community input is now open. Rosa Ramirez has some knowledge of bilingual education. Her sister's children in a nearby district are profiting from a bilingual program. She wants the same for Jesus, her ten year-old who has been in a class for "slow learners" since October. She feels that Jesus would not be classified as a slow learner if he were in a bilingual program. Ms. Ramirez has brought some supporters with her from a local Latino social services agency, also some cousins. She hopes they will bolster her confidence as she prepares to face the Board of Education with her concerns. Her English is not fluent, she has a third grade education. The Chairman of the Board announces her name and her petition to speak.

Chairman Peterson:

Mrs. Rosa Ramirez has requested to address the Board this evening on her concerns for the implementation of Public Act 294, 1974, in our district. Mrs. Ramirez will you come forward please. Mrs. Ramirez has had mixed feelings about coming forward with her concerns. She is, naturally, a bit anxious about voicing her request before such an "official" group as the Board of Education, but this was her last resort since no one else in the district could give her a straight answer or . . . didn't seem to want to. She takes the microphone, thinking that

there was a time when she wouldn't have dared ask a question, but more than simply her concerns are riding on this presentation - There are others - 17 others besides her son.

Chairman Peterson:

Mrs. Ramariez, please state your name, address and the group or concerns you represent. (Rosa turns and takes one last look at Blancita, Teresita and Senor Blanco. She faces the seven board members).

Rosa: . . . Board of Education, I am Rosa Cardenas de Ramirez, I live at 195 Greenway. I have come tonight to talk about my son Jesus, the teacher calls him Jessie. He is failing in school. When he came from Texas, they put him in a class with small kids seven, eight, nine years old. He does not speak English well, and does not understand his teacher. He took a test and the teacher says he can't work like other kids. She has him in a special class. He still does not do his work. He does not want to go to school in the mornings. My sister lives in another district. Her son Jorge's the same as my boy. He didn't speak English. Jorge has a teacher who speaks Spanish. Jorge speaks Spanish and English now. He learns a lot with the other kids. I come to ask the Board to give educacion bilingue - Bilingual Education for my son and the other kids. I know you have 17 other kids like Jesus in schools. Why can't you have a program?

Chairman Peterson:

Thank you, Mrs. Ramirez, I am going to call upon our

Curriculum Superintendent, Dr. Reynolds, to give you some answers. Dr. Reynolds will you explain that our District cannot proceed with Mrs. Ramirez's request.

Dr. Reynolds: (carrying sheaf of papers)

Mrs. Ramirez I appreciate your concern for Jessie, but our district simply cannot fund an entire program for a few children. We are operating under a $400,000 deficit this year, and will go to the polls in April seeking a millage increase of sizeable proportions. I am sorry that you feel that Jessie has been stigmatized by the placement in the special education class, but with our lack of resources we have no choice (mixed groans and applause).

A Voice From the Audience:

Mr. Chairman, point of clarification.

Chairman Peterson:

You are out of order, if you wish to address the board, advance to the microphone and properly identify yourself.

Voice: I am Antonio Blanco, caseworker for Progress, I wish to speak on behalf of the concerns of our "misplaced" Latino students - - - - - - -.

1. What do you think Mr. Blanco will say in response to Dr. Reynolds regarding the District's do-nothing policy.
2. Does Public Act 294, 1974, have provisions for Jesus and the other Spanish-speaking school children under such conditions? (Where numbers are less than 20.)

3. What steps could Mr. Blanco offer to the School District for implementing bilingual instruction?

4. Is the district under any obligation to do anything?

FOR YOUR COMMENT

"XYZ Consolidated School District" is enthusiastic over the addition of their bilingual program. Since it has only been operating since the 1975-76 school year, the program is still understaffed and short on materials and books. To compensate for the lack of teachers and materials, the director of the Bilingual Education Program has decided to offer a Bilingual Language Arts Section in the mornings and an English As A Second Language Section in the afternoons. These sections are "pull-outs: or the L.E.S.A. children will leave their regular classrooms to receive the daily 45 minutes of Bilingual Language Arts and the 40 minutes in the afternoon of English As A Second Language classes.

(1) Are the L.E.S.A. children receiving bilingual eudcation in this district as described in the law?

(2) Since this district is very positive towards bilingual education what alternative solutions as prescribed by the law could you point out to the director (without harming the good school - community relations)?

SECTION 392: COURSES AND SUBJECTS REQUIRED FOR BILINGUAL INSTRUCTION

Bilingual instruction will be a full-time program in:

(a) The courses and subjects required by this Act - (Home and English language, optional culture and history of country, territory or geographic region associated with home language and U.S. history and culture).

(b) The courses and subjects required by the board for completion of grade level in which the child is enrolled.

Simply stated: Michigan's Bilingual Education Act provides for full-time instruction in two languages in academic courses and subject areas K-12.

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Sec. 392 (1) The bilingual instruction program operated by a school district shall be a full-time program of bilingual instruction in:

(a) The courses and subjects required by this act.

(b) The courses and subjects required by the board for completion of the grade level in which the child is enrolled.

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SIMULATION II: Eavesdropping

A registered letter from "Y" school district was mailed to parents of L.E.S.A. students informing them of the placement of their children in the bilingual program. Let's listen in on the reactions in two households . . . . .

Leonora: They've already placed Juan Felipe in a bilingual program and now I have the right to take him out. What about my right to place him in the first place?

Perla: Oh, listen Leonora, they just placed him there so they can get the money from the government. By the time they read the letter that you don't want him in their program, they will have counted him in the program and be getting the money for him even if he's not there.

Leonora: I don't care about those stupid political things. What I care about is they place him there then say I can withdraw him. They've got a lot of nerve in the first place. And they say in this letter that I have to write to them to take him out. I don't know who or what to write. Should I write in Spanish or English or both. Here, see they wrote me in both languages. Does that mean I have to too? I don't like the way they handled this. Who do they think they are?

How do you feel about Leonora's reaction? Is she justified in her anger? What can she do about the letter? Did the District follow the correct procedure?

In another home . . . . .

Gilberto: What's wrong this time. Now the school says Jaime can't do his work because he speaks Spanish in his home or Ambiente! So now they are going to put him in Spanish Bilingual class where everyone speaks Spanish so he can learn English. It's not logical. Now he'll never learn English and he'll be like his father - I'm a good man but all I can do now is work on the line-the third shift, because I speak broken English. What's Jaime going to do - he'll never learn a trade or go to college. The system sure wants to keep us down. Without English, you're a nobody . . . a nothing!"

Teresa: "Look Gilberto why don't you go to the school or talk with Mauricio Suarez, he's on some committee for this educacion bilingue. Tell him what you think. Call him now Gilberto!"

Gilberto: "O.K., O.K. I hope Suarez has some answers. If he doesn't, how can I talk to them at the school?" (Gilberto dials the telephone. R-R-Ring.)

Mauricio: "Hello . . . yes my friend how can I help." (Now you are Mauricio. Gilberto tells you his concerns. What are you going to say? What are you going to do? Can you do anything?)

SECTION 393: STATE LAW REQUIRES THAT PARENTS BE NOTIFIED OF THEIR CHILD'S ENROLLMENT IN A BILINGUAL PROGRAM

(1) Before a child is placed in a bilingual instruction program, the school district will

- Notify the parents by registered mail that the child is being enrolled in a Bilingual Instruction Program.
- The Notice
- Will be written in English and the native language of the child of limited English-Speaking Ability
- Will contain a simple, non technical description of the purposes

  Method

  and content of the Bilingual Program
- Will inform parents that they have the absolute right to refuse placement or withdraw their child from the program by giving written notice to the local school board.

****

Sec. 393 (1) Prior to the placement of a child of limited English-speaking ability in a bilingual instruction program, the school district in which the child resides shall notify, by registered mail, the child's parents or legal guardian that the child is being enrolled in a bilingual instruction program. The notice shall contain a simple, nontechnical description of the purposes, method, and content of the program and shall inform the parents that they have the right to visit bilingual instruction classes in which their child is enrolled.

(2) The notice shall be written in English and in the native language of the child of limited English-speaking ability.

(3) The notice shall inform the parents that they have the absolute right to refuse the placement or to withdraw their child from the program by giving written notice to the school board of the local district in which the child resides.

CASE STUDY II

It's parent-teacher conference night. The Asads have been waiting for an opportunity to talk to Mrs. Janus ever since she recommended that Suad, a seventh grader move out of the school's bilingual program, two months ago.

Mr. Asad, a former bank executive in his homeland is fluent in English, French and his native Arabic. Mrs. Asad was a civil engineer. Suad has attended a French-Arabic Bilingual school in her native land. She seemed to be well adjusted in the bilingual program at her new school. When she "tested out" of the bilingual program and was placed in the regular classroom, Suad's grades - a former source of family pride - fell drastically to a "C". The Asads wish to have Suad placed in the bilingual program again. Do they have any resource under Public Act 294? Can Suad return to the bilingual program?

CASE STUDY III

Nahla arrived from Saudi Arabia a year ago. She is nine years old. The District in which she lives has a highly organized program for the Spanish-speaking and Vietnamese youngsters. She has been placed in a Spanish bilingual and E.S.L. Program.

You are Nahla's neighbor. Her mother has just left your home. She couldn't read the letter from the School District (although the mother speaks a fair amount of English). You read that Nahla was being placed in a special education program for the mentally retarded. As a Bilingual Advisory Committee member you feel obligated to help out. What can you do? What do you need to know? Who do you go to?

Nahla's parents are afraid. Nahla speaks a mixture of Arabic, Spanish and English. She is a bright child it seems. Will you allow her to be placed in a special education program?

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CASE STUDY IV

Your child's first language is Mandarin Chinese. He is now in first grade in your local school. You've been interested in observing the classroom but you've been put off by his teacher. The teacher has asked that you wait a few months so that you child can adjust. You can wait no longer. What has been curiosity and interest is now concern and worry. Chan is no longer the happy, bright child you knew. His appetite has diminished and he spends most of his time indoors. Chan can't seem to tell you what his problem is, afterall he's only six years old. You go to the school finally and the teacher lets you observe. Chan comes into the classroom for five minutes after recess, barely notices you and leaves immediately. The teacher informs you that Chan is with the speech therapist for help in learning to pronounce his words correctly. Chan also receives tutoring in English. You learn that your son spends about 2/3 of his time outside the classroom. He misses activities with the group. He won't be in the Christmas play since he didn't learn any of the songs. Chan is miserable. The other first graders can't accept Chan, they don't even know him, so he feels totally left out. You and your spouse both speak English but thought you were right in speaking Mandarin to Chan. Now you doubt the wisdom of your decision. What can you do for Chan? What should the school be doing for Chan? Can Chan be isolated for the major portion of his school day?

SECTION 393 LENGTH OF TIME FOR ENROLLMENT IN A BILINGUAL INSTRUCTION PROGRAM

(4) A child of L.E.S.A. will be enrolled in a bilingual instruction program for three (3) years

or

until he achieves a level of English language proficiency sufficient to receive EQUAL EDUCATIONAL OPPORTUNITY IN THE REGULAR SCHOOL PROGRAM.

A school district cannot transfer a L.E.S.A. child out of a program

- Before the child's third year of enrollment
- Without permission in writing from the parents

or

- Unless the child successfully passes a State Board of Education Approved Test which demonstrates a level of proficiency in the English language appropriate to his/her grade level.

****

(4) A child of limited English-speaking ability residing in a school district operating or participating in a bilingual instruction program pursuant to section 391 shall be enrolled in the bilingual instruction program for 3 years or until he achieves a level of proficiency in English language skills sufficient to receive an equal educational opportunity in the regular school program, whichever occurs first. A school district shall not transfer a child of limited English-speaking ability out of a bilingual instruction program prior to the child's third year of enrollment unless the parents or guardian of the child approve the transfer in writing or unless the child successfully completes an examination which, in the determination of the state board of education, reflects a level of proficiency in English language skills appropriate to the child's grade level.

THE LAW AND BILINGUAL ADVISORY COMMITTEES

ADVISORY COMMITTEES

NOTE: While Public Act 294, 1974, does not go into great detail on the specific responsibilities of Bilingual Advisory Committee Members, the Michigan State Board of Education has stipulated six major areas for participation (A Position Statement on Bilingual Instruction in Michigan).

The local Bilingual Advisory Committees should participate in:

1. DEVELOPING AND IMPLEMENTING THE BILINGUAL INSTRUCTION PROGRAM
2. IDENTIFYING AND RECOMMENDING CANDIDATES FOR BILINGUAL STAFF POSITIONS
3. EVALUATING BILINGUAL INSTRUCTION PROGRAMS
4. ESTABLISHING PROCEDURES THROUGH WHICH PARENTS' COMPLAINTS AND CRITICISMS CAN RECEIVE PROMPT CONSIDERATION
5. PROMOTING BILINGUAL INSTRUCTION IN THE COMMUNITY
6. MOBILIZING COMMUNITY RESOURCES IN SUPPORT OF BILINGUAL INSTRUCTION.

The following simulations and activities touch on these responsibilities, and the problems you may encounter in trying to fulfill those responsibilities.

CASE STUDY V Advisory Committee Responsibilities

The Personnel Division of your district is in the process of seeking qualified candidates for teaching positions in the bilingual program. Advertisements and announcements have been circulated in newspapers, church bulletings, in-district and out-of-district postings. The Bilingual Advisory Committee has been approached by the Director of Personnel to give recommendations. You have been selected by the Advisory Committee to sit in on the interviews of the candidates. It's been made clear that you cannot "vote" to hire or disqualify a candidate, but you may ask relevant questions. It's the night before the interviews are to take place and some concerned Advisory Committee members wish to meet with you to develop some questions to ask prospective bilingual teachers. You are anxious for their support and help because you've never sat in on professional interviews.

As a group, formulate questions you would ask the candidates for bilingual positions.

As a group, make a list of the qualifications you would look for in a bilingual teacher, a bilingual technician and a bilingual paraprofessional.

(Remember: you child's future depends on a quality educational experience.)

CASE STUDY VI Advisory Committee Responsibilities

The Board of Education recently authorized the adoption of several bilingual texts. You have been a member of the local Bilingual Advisory Committee for six months and during that time you were never called upon to review any bilingual materials. You shrug it off, until one day your youngster plunks her new books on your kitchen table. You pick up a book, it's colorful, the illustrations are charming, you begin to leaf through the book. Your eyes light on the section describing Moorish occupation of Spain. The author describes the Muslim invasion as a "fire that consumed Christian Spain. The Muslim Arabs converted followers to the prophets by force or threat of heavy taxes." You are horrified by the biased view. You are concerned for the relations between the two major groups - Arabic and Spanish-speaking. You plan to raise your concerns at the next BAC meeting. Do you have a basis for your concerns? Can the BAC do anything? Can the Board's decision to adopt such literature for the bilingual program be changed?

SIMULATION III:

A new bilingual teacher was hired this September. While this teacher's credentials qualify him to teach a full elementary program in Serbo-Croatian and English members of your advisory committee have been presented with community concerns on several critical points: (1) Neither the Advisory Committee nor the community had been aware that the school district had planned to hire a full-time teacher for the Serbo-Croatian bilingual program (2) The school district made no attempt to seek recommendations for the position (3) Neither the "paraprofessional" (who has a Master's degree in the Slavic languages) nor the classroom teacher (fluent in spoken Serbo-Croatian) were even considered in an interview. (The community loves both the paraprofessional and the teacher for they had been in on the "ground floor" of the program.) The community representatives have been vocal on an individual basis with various Bilingual Advisory Committee members; in fact some have even called the State Bilingual Office protesting the apparent injustices. Your monthly meeting is about to begin. As you glance over the crowd you see nine key community members, the Assistant Superintendent, the "new teacher" Mr. R., and the "popular paraprofessional". In the rear of the meeting room (which is "jam-packed") you catch a glimpse of a T.V. camera, a familiar roving reporter and the State Bilingual Director. You are one of the two Serbo-Croatians serving on the Advisory Committee, the only one present this evening representing your ethno-linguistic group (Mrs. M. has been ill.) You are the secretary-recorder for the BAC. The Chairperson calls the meeting to order. Halfway through the meeting a representative of the concerned community moves that the agenda item be waived so that an issue of paramount importance can be given the proper attention. The camera starts whirring, a microphone appears

from "no where". The Chairperson places the motion on the floor. The Chair recognizes the community spokesperson.

What could happen next? Act out the alternatives based on your experience. "The Cast":

- Serbo-Croatian BAC member
- Community spokesperson
- Assistant Superintendent
- State Bilingual Director
- Paraprofessional
- New teacher, Mr. R.
- T.V. reporter

SECTION 394 ADVISORY COMMITTEES (Bilingual Education Advisory Committees)

Will assist in:

- Planning
- Evaluating

Who will serve on the Advisory Committee:

- Representatives of parents of children enrolled in Bilingual Programs
- Bilingual instruction teachers and councelors
- Members of the community

A MAJORITY OF MEMBERS SHALL BE PARENTS OF CHILDREN ENROLLED IN BILINGUAL INSTRUCTION PROGRAMS.

****

Sec. 394. A school district operating a bilingual instruction program pursuant to section 391 shall establish an advisory committee to assist the board in evaluating and planning the bilingual instruction program. The advisory committee shall be comprised of representatives of parents of children enrolled in the program bilingual instruction teachers and counselors, and members of the community. A majority of the members of the advisory committee shall be parents of children enrolled in the bilingual instruction program.

CHECK YOUR FACTS II

1. Public Act 294, 1974, limits bilingual instruction to Language Arts and Social Studies.

True False No Provision

2. According to Michigan Law, bilingual instruction may extend indefinitely through all 12 years of the school experience.

True False No Provision

3. Students may be placed, but not enrolled in a bilingual program without the consent of the parents or guardian(s).

True False No Provision

4. Public Act 294, 1974, leaves parental consent "up to the discretion of each local school district." For example, a telephone call or a mimeographed permission slip may be used if convenient.

True False No Provision

5. A child may be transferred out of a bilingual program before 2 years.

True False No Provision

6. Parental consent is not needed to transfer a child from a bilingual program to a regular classroom as the child becomes proficient in English.

True False No Provision

7. The English language skills of the LESA child must be appropriate to his/her age or grade level before transfer to the regular classroom.

True False No Provision

8. Local Bilingual Education Advisory Committees must be composed entirely of parents of children enrolled in bilingual programs.

True False No Provision

9. The local Bilingual Education Advisory Committees may make recommendations to the local Board of Education on curriculum of the bilingual instruction programs.

True False No Provision

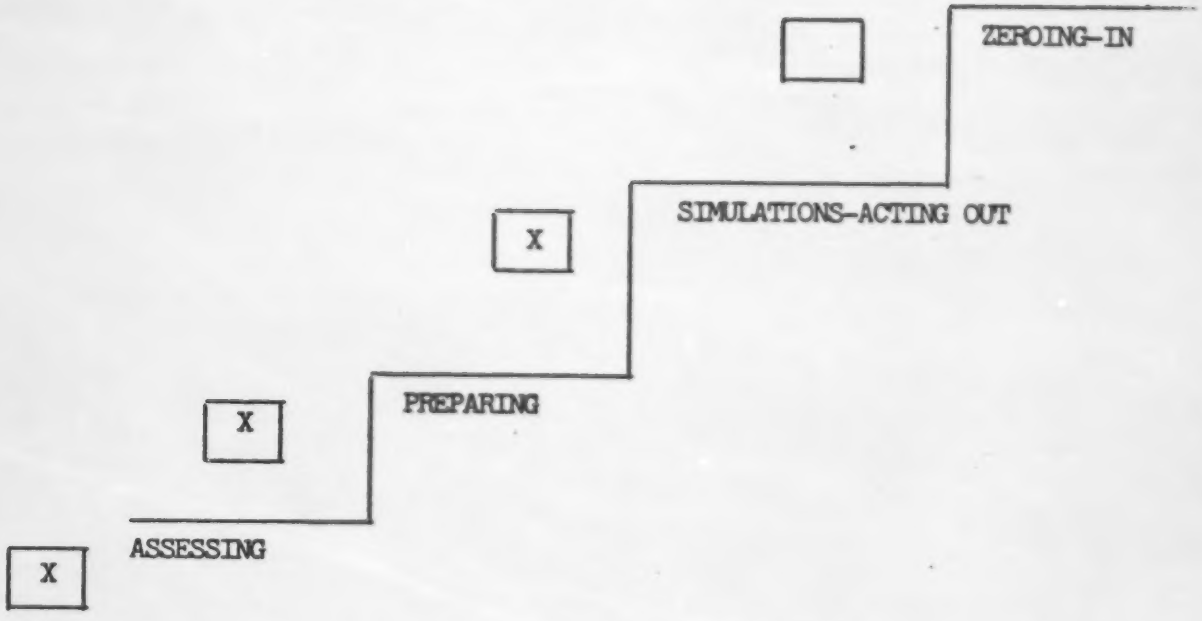
10. The Michigan State Department of Education has included in their interpretation of the role of Advisory Committees the right of these Committees to make recommendations on the staffing of bilingual instruction programs.

True False No Provision

BECOMING EFFECTIVE . . .

STEP FOUR: ZEROING IN

STEP FIVE: DEVELOPING AN ACTION PLAN



STEP 4: ZEROING-IN

Before taking the final steps to becoming effective Advisory Committee Members, let's review how far we've come.

First: We be gin by re-affirming our committment to make a difference in the education of our children through parental involvement. We realized that by forming a PARTNERSHIP with the schools, our children would have a better chance for success. We learned about our place in Bilingual Education - how we fit into the statewide picture as members of Bilingual Education Advisory Committees.

Second: Realizing that a sense of committment should lead to action, we took the next critical step toward effectiveness by PREPARING ourselves with a knowledge of Michigan's Bilingual Education Act (Public Act 294, 1974).

Third: Learning about the law can be a useless exercise, if we do not make an effort to UNDERSTAND the law through application. For this reason, we went through a series of "mini-dramas" and discussed case studies to test our understanding and mastery of the law.

Now we have reached a plateau. Some of us may believe that we have all the tools we might need to make an impact in our local school districts, but without a direction for our energies, all that we would have accomplished up to th's point would have been a simple introducation to a list of facts. Where will we go from here? The next few pages will zero-in on information, techniques and strategies that will assist you in making a positive contribution to your children's education.

"SURVIVING" THE BOARD MEETING

Most first-time visitors to a Board of Education meeting walk away from that experience a bit confused and somewhat frustrated. The Rules of Order may seem designed to keep us from having a chance to voice our concerns. How can we and our fellow Bilingual Advisory Committee members make an impact on local boards of education?

The following "tips" should prepare us for what to expect and how to effectively communicate concerns, criticisms, complaints and positive suggestions so that we will be heard.

"SURVIVING THE BOARD MEETING"

A meeting of a local school board follows an established pattern. If you have an item you want considered by the board, or, if you wish to appear before the board, it is advisable to request to be included on the agenda prior to the meeting. A call to the local school board office will inform you of the person you need to contact to be placed on the agenda, the advance time needed to be included, and the form (either written or oral) your request should take.

While each school board may have a slightly different order in which business is conducted, for the most part, a typical board meeting will proceed in the following manner:

1. CALL TO ORDER BY BOARD CHAIRMAN
2. ROLL CALL. ESTABLISHMENT OF A QUORUM (if the required number of members is not present, business cannot be conducted)
3. APPROVAL OF MINUTES OF PREVIOUS MEETING(S)
4. COMMUNICATIONS TO AND FROM THE BOARD OF EDUCATION
5. HEARING OF SCHEDULED DELEGATIONS AND PETITIONS (Presentations of your concern, request, recommendation or advice as spokesperson for the Bilingual Advisory Committee may be made in this segment of the meeting. Note the word "scheduled". Prior notice and approval by the board for your presentation is the most effective procedure.)

6. SUPERINTENDENT'S REPORTS (Reports of Assistant Superintendents may also be included at this time, as well as reports from curriculum directors, department heads and program directors, at the discretion of the Superintendent.)
7. UNFINISHED BUSINESS
8. NEW BUSINESS
9. OTHER ACTIVITIES (Unscheduled petitions, delegations, presentations of awards, receipt of awards, passage of special resolutions)
10. ADJOURNMENT

ADVISING EFFECTIVELY

At this point, some of us may wonder how effective we can really be if all we can really be, if all we can do is advise and recommend.

The word advise can take on a number of connotations. For most people "advice" brings to mind a picture of an old wiseman dispensing folksy remedies or sayings, things that can be taken seriously or simply shrugged off as unimportant or "old fashioned". Your Bilingual Advisory Committee is a vital ingredient in a district's implementation of bilingual education. Without our existence, there would be no State recognized bilingual program in our school districts. Without our effective and full participation in the recommendation process the members of the Bilingual Advisory Committee cannot make the important difference in our children's education. How can we effectively use our advisory powers?

ADVISING EFFECTIVELY

*ESTABLISH AND MAINTAIN CONSISTENT COMMUNICATION WITH THE ADMINISTRATORS, SUPERVIOSRS AND DISTRICT BOARD OF EDUCATION MEMBERS

- INVITE KEY ADMINISTRATORS, SUPERVISORS AND BOARD OF EDUCATION MEMBERS TO ALL MEETINGS OF THE BILINGUAL ADVISORY COMMITTEE
- INVITE KEY BOARD MEMBERS TO ALL SPECIAL MEETINGS AND FUNCTIONS OF BILINGUAL ADVISORY COMMITTEES
- SEND COPIES OF THE AGENDA OF YOUR MEETING TO ALL KEY ADMINISTRATORS AND BOARD MEMBERS
- FOLLOW-UP BY SENDING COPIES OF THE MINUTES OF YOUR COMMITTEE MEETINGS TO ALL KEY ADMINISTRATORS AND BOARD OF EDUCATION MEMBERS
- COMMUNICATE REQUESTS, CONCERNS, COMPLAINTS, CRITICISMS, ADVICE, AND RECOMMENDATIONS IN WRITTEN FORM, SIGNED BY ALL THE MEMBERS OF YOUR BILINGUAL ADVISORY COMMITTEE (This demonstrates a firm, unified stand on the issues.)

STEP 5: DIRECTING OUR ENERGIES THROUGH AN ACTION PLAN

Becoming an effective member of a Bilingual Advisory Committee is not an easy task, but it's not impossible either. We have the tools that we will need to reach the goal of becoming full partners in the education of our community's children and youth.

All that is left, is giving a direction to our committment. A 12 Point Program for "Directing Our Energies" should form the solid base from which we can serve the needs of the limited English-speaking children, our school district, and our community.

12 - POINT PROGRAM FOR DIRECTING OUR ENERGIES

1. KNOW PUBLIC ACT 294, 1974, THE BILINGUAL EDUCATION LAW THOROUGHLY.
2. KNOW AND UNDERSTAND THE LOCAL BILINGUAL ADVISORY COMMITTEE'S RESPONSIBILITIES.
3. LEARN THE STRUCTURE AND ORGANIZATION OF YOUR LOCAL SCHOOL DISTRICT.
4. MAKE SURE THAT THE MEMBERS OF YOUR LOCAL BILINGUAL ADVISORY COMMITTEE FAIRLY REPRESENT THE LANGUAGE GROUPS BEING SERVED THROUGH BILINGUAL INSTRUCTION PROGRAMS.
5. BE CONSISTENT AND PROMPT IN ATTENDING YOUR LOCAL BILINGUAL EDUCATION ADVISORY COMMITTEE MEETINGS.
6. LEARN THE PROCEDURES FOR CONDUCTING AND PARTICIPATING IN MEETINGS.
7. KNOW THE STATE BILINGUAL ADVISORY COUNCIL MEMBER FROM YOUR AREA (A list of current members is included in the Addendum Section).
8. VISIT YOUR LOCAL SCHOOLS TO OBSERVE BILINGUAL INSTRUCTIONAL PROGRAMS IN ACTION.
9. IDENTIFY KEY SOCIAL, FRATERNAL, CHARITABLE, CIVIC AND COMMUNITY GROUPS IN YOUR AREA. MAKE A POINT OF INVITING LEADERS FROM THESE GROUPS TO YOUR MEETINGS. REQUEST TIME FOR SHORT PRESENTATIONS TO THESE KEY GROUPS ON BILINGUAL EDUCATION.
10. KEEP UP WITH NATIONAL, REGIONAL AND STATE LEVEL DEVELOPMENTS IN BILINGUAL EDUCATION.
11. WATCH YOUR LOCAL PRESS FOR ARTICLES AND EDITORIALS ON BILINGUAL EDUCATION.
12. DEVELOP GOOD PRESS AND MEDIA RELATIONS WITH LOCAL NEWSPAPERS, T.V., AND RADIO.

12 - POINT PROGRAM FOR DIRECTING OUR ENERGIES (Continued)

- TAKE ADVANTAGE OF FREE PUBLIC SERVICE ANNOUNCEMENT SLOTS ON RADIO AND T.V. TO "SPREAD THE NEWS" ABOUT ACTIVITIES IN BILINGUAL EDUCATION IN YOUR DISTRICT.
- WORK WITH THE DISTRICT BILINGUAL DIRECTOR OR SUPERVISOR AND THE PUBLIC INFORMATION OFFICER AND THE REGIONAL BILINGUAL COMMUNITY RELATIONS CONSULTANT IN DEVELOPING PRESS RELEASES TO MEDIA AND NEWSPAPERS.

A FINAL NOTE

Let's use these last few minutes of this training session to begin making concrete plans for your Bilingual Advisory Committee.

1. With what I've learned in this workshop, I realize that my school district will need assistance in: _____

2. Some of the positive things happening in bilingual education in my district are: _____

3. The obstacles to effective Advisory Committee participation in my district are: _____

4. I can help overcome these obstacles by: _____

_____

_____

_____

_____

_____

_____

5. I can call upon the following resources to assist our Bilingual Advisory Committee: _____

_____

_____

_____

_____

_____

_____

COMMUNITY - SCHOOL CONTACTS SHEET (CONTINUED)

STATE BILINGUAL ADVISORY COUNCIL REPRESENTATIVE FROM YOUR AREA:

NAME _____ PHONE _____

BILINGUAL EDUCATION OFFICE (MICHIGAN DEPARTMENT OF EDUCATION)

_____ _____

U.S. SENATOR _____ LOCAL OFFICE _____

U.S. CONGRESSMAN _____ LOCAL OFFICE _____

STATE REPRESENTATIVE _____ LOCAL OFFICE _____

STATE SENATOR _____ LOCAL OFFICE _____

BILINGUAL ADVISORY COMMITTEE

"YOUR PROGRAM AT A GLANCE"

For your easy reference we suggest that you fill in the information, so that important statistics and facts will be at your fingertips.

	Number of L.E.S.A. Students	Language Groups Represented	Amount of $ Funding to My District	Special Services to L.E.S.A. Students	Number of Staff, Professional and Paraprofessional in Bilingual Program
1977-78					
1976-77					
1975-76					

BILINGUAL EDUCATION ADVISORY COUNCIL
Membership by Geographic Location
Local School Districts
Operating Bilingual Instruction
Programs in the Region

NAME	AREA
Mr. David H. Goldsmith	Gwinn
Mr. Theodore R. Holappa	Baraga, L'Anse
Mr. Jose Garcia	Alma, Bridgeport, Buena Vista, Carrollton, St. Louis, Saginaw
Ms. Alicia Sanchez	Muskegon, Hart, Shelby
Ms. Christina Moreno de Manker	Holland, Fennville, West Ottawa
Rev. Howard Schipper	Grand Rapids
Mr. Tran Van Dien	Grand Rapids
Mr. Edelmiro Dominguez	Hartford, Van Buren Intermediate School District
Dr. William Cline	Ann Arbor, Wayne-Westland
Ms. Chavela Flores	Ann Arbor, Ypsilanti, Detroit
Ms. Chen-Oi Hsieh	Ann Arbor, Detroit
Ms. Hien Nguyen	Pontiac
Dr. Robert Graham	Birmingham, Berkley Farmington
Ms. Georgette Sesi	Ferndale, Southfield Oak Park
Ms. Francis Trix Haddad	Dearborn, Allen Park, Livonia, Wayne-Westland
Ms. Haifa Fakhouri	Detroit, Highland Park
Ms. Rose Aguilar	Detroit

NAME	AREA
Ms. Gladys Lovejoy	Kalamazoo, Battle Creek Albion
Dr. Juan Garcia	Flint, Imlay City, Capac Port Huron
Ms. Adelfa Arredondo	Lansing, Waverly, East Lansing
Ms. Patricia Babcock	Lansing
Ms. Patricia Burdell	Lansing
Mr. Joseph Billingsly	Lansing
Mr. Efrain Marinez	Lansing
Ms. Christine Sutton	Lansing, Holt, Okemos
Dr. William Merhab	Ann Arbor, Adrian
Mr. Michael Garcia	Ann Arbor, Adrian
Father Arnold D'Achille	Detroit, Hamtramck
Dr. Harmphinder Singh	Detroit

LAISON PERSON
LA RAZA CITIZENS' ADVISORY COMMITTEE

Mr. Santos R. Ceballos, Sr.

For information on how to contact your local Bilingual Education Advisory Council representative call the Bilingual Education Office at (517) 373-9467.

PARTICIPANT'S EVALUATION

The Bilingual Education Office has written this workbook-manual for you. Since this is the first time that it has been used, a number of items may have to be changed to better serve your needs. Please make any suggestions that you feel will improve this manual.

There are five possible responses to each statement. Circle the response which expresses your opinion. Use the Undecided answer only if you have not formed an opinion. Space has been provided for your comments.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I found the manual helpful in understanding the bilingual education law (Public Act, 294)	SA	A	U	D	SD
2. The activities in the manual were realistic and relevant.	SA	A	U	D	SD
3. My group interacted well because of the planned activities in the manual.	SA	A	U	D	SD
4. The language in the manual was clear.	SA	A	U	D	SD
5. The manual stimulated me to begin planning activities in my own district.	SA	A	U	D	SD
6. The manual helped give me direction in my role as an Advisory Committee Member.	SA	A	U	D	SD

PARTICIPANT'S EVALUATION (CONTINUED)

7. The areas that need improvement are:

8. I particularly found the following things helpful:

9. I feel that this manual should be used in training programs throughout the state because:

10. Please make additional comments:

Thank you